**The Ability of Pre-service Teacher to Apply the Implementation Teaching**

**Skill on 6th Semester of 2016**

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**ABSTRACT**

*Basic teaching skills are complex skills, which must be possessed by an educator and be able to apply them in the learning process. These basic teaching skills include opening and closing lessons, questioning skills, explaining skills, variation skills. The purpose of this study was to determine how the application of basic teaching skills during the teaching practice experience exam. This research was conducted using qualitative methods. The subjects of this study were 5 students teaching practice experience. The data collection technique in this study used an observation sheet by viewing the video exam for students teaching practice experience. Based on the results of video observations by researcher regarding the application of basic teaching skills in the teaching practice experience class, the basic teaching skills are quite good and effective because in general the participants in the teaching practice experience have applied the four basic teaching skills well but not all of the points contained in these skills implemented at the time of teaching. But in this case it can be overcome thanks to the cooperation between teachers and students.*

Keywords: pre-service teacher, teaching skill

**INTRODUCTION**

Teaching practice experience is a compulsory subject that must be attended by every student, especially for students who take courses. Education. Teaching practice experience is one of the activities that can hone the ability of a student to be able to teach like a teacher. In the English department in teaching practice experience both PPL, I, and PPL II are to guide students to form a prospective teacher who possesses a competent and appropriate set of knowledge, skills, values ​​, and attitudes in the learning process activities.

The purpose of having the teaching practice experience is to help students or more precisely as prospective teacher to maximize their potential. On the other hand, students can also study seriously and look for provisions for them when they have truly become a teacher.

In teaching and learning interactions teaching skills of a teacher is very necessary to create a conducive learning atmosphere and fun for students. One of the teaching tasks of a teacher is to apply teaching skills to smooth the learning process effectively and efficiently.

According to Suryono and Hariyanto (2011; P.212) that the basic skills that must be possessed by a teacher are essentially related to the interpretation of the extent to which the ability of teachers can apply various variations of learning methods. The formation of good teacher performance requires basic skills. Basic skills are standard skills that must be possessed by every individual who is a teacher (Zainal Asril, 2010; P.67).

According to Irawan and Suciati (1997), educators need to understand and apply the eight basic teaching skills, because they are very important for their success in learning. Teaching skills must be practiced repeatedly and as often as possible to carry out their skills consistently, because there is a consistent relationship between teaching skills and learning effectiveness and it will have an impact on better learning outcomes for students.

Thus, a professional teacher will be able to make student learning activities better. Because basic teaching skills are very important and affect the success of the teaching and learning process. Before the teacher teaches, the teacher should know what things should be learned and mastered.

**LITERATURE RIVIEW**

**DEFINITION OF TEACHING PRACTICE EXPERIENCE**

Teaching practice experience according to A. Kadir Munsyi (in Zainal, 2010) is an activity in the form of teaching exercises that are carried out in a guided manner to gain skill in providing lessons and taken in a certain time as a condition to fulfill a program.

After participating in the teaching practice experience, students are expected to be able to strengthen their academic competence in education and subject areas accompanied by critical thinking skills and higher-level thinking skills (Pedoman PPL Ung, 2019; P.3). Therefore, the teaching practice experience can make students more familiar and understand the situation in the classroom while teaching and also trains them in shaping the soul and character of an educator.

**DEFINITION OF BASIC TEACHING SKILL**

In the world of education, teacher skills are known as basic teaching skills (general teaching skills). Skills are abilities or competencies possessed. Skill is a special capacity to physically manipulate objects. (Yamin and Maisah, 2010; P.3)

According to Mulyasa (2008; P.69) "Teaching skills are professional competencies that are quite complex, as an integration of various teacher competencies as a whole and overall".

Based on Mulyasa (2008; P.69) revealed, "Eight teaching basic skill that plays a role and determines the quality of learning, namely; Open and close lesson, Questioning skill, Explanation Skills, Variation Skills, Give reinforcement Skills, Leading Small Group Discussions, Classroom Management Skills, Teaching Skill for Small Groups and Individuals.

**COMPONENTS OF BASIC TEACHING SKILL**

**OPEN AND CLOSE LEARNING SKILL**

According to (Sardiman A.M, 2011; P.211) the skill to open lessons is "how far the teacher's ability to initiate teaching and learning interactions for a certain lesson hour". Likewise, closing learning is an activity carried out by the teacher to end a lesson or teaching-learning activity. The effort to close learning is intended to provide a comprehensive picture of what students have learned, to find out the level of student achievement and the level of success in the teaching and learning process (Zainal Asril, 2018; P.82).

**EXPLANATION SKILL**

Explanation skills are the presentation of information orally which is managed systematically to show a relationship between one another (Zainal Asril, 2010; P.84). The skills component explain as follows; Analyze and plan, Presenting an explanation.

**QUESTIONING SKILL**

Questioning skills are an effective stimulus that encourages thinking skills (Sunjahi, 2009; 110). In the teaching and learning process, asking is an important role, because well-structured questions and proper throwing techniques will also have a positive impact on students.

**GIVE REINFORCEMENT SKILL**

Basic reinforcement skills are the response of teacher behavior to student behavior in the form of verbal or nonverbal forms (Wina Sanjaya, 2006; P.163). Reinforcement in the form of appreciation can have a positive effect on one's life, namely encouraging someone to improve their behavior and increase their business. Giving reinforcement in teaching and learning activities is a sign of the teacher's approval of student behavior which is expressed in the form of words that justify, praise, smile, or nod.

**VARIATION SKILL**

The skill of conducting variations is a teaching activity in the context of the learning interaction process aimed at overcoming the boredom of students so that in the process of learning situations they always show persistence and full participation (Zainal Asril, 2011; P.86). Variation in teaching styles, including the following ; Use of sound variation, Mimic and motion, Contact point of view, Changes in position, The teacher emphasizes the key points of the presentation using spoken language and appropriate gestures.

**LEADING SMALL GROUP DISCUSSIONS**

Group discussion is an organized process that involves a group of people in informal face-to-face interactions with various experiences or information, drawing conclusions, or solving problems (Muh. Uzer Usman 2007; P.94). The components of the skills to lead small group discussions are ; Focusing attention, Clarify the issue and form an opinion, Analyzing student views, Improve student description, Explain the opportunity to participate, close the discussion.

**CLASSROOM MANAGEMENT SKILL**

Class management skills with a level of student cohesiveness, the intensity of managing the class are the skills of the teacher to create and maintain optimal learning conditions and restore optimal learning conditions when there is interference (class discipline). According to (Syaiful Bahri Djamarah and Aswan Zain 2006; P.173). Classroom management is the teacher's skill to create and maintain optimal learning conditions and restore them if there is a disruption in the teaching and learning process. The components of class management skills are; Creation and maintenance of optimal learning conditions, control of optimal learning conditions.

**TEACHING SKILL FOR SMALL GROUPS AND INDIVIDUALS**

Teaching small groups and individually is a form of learning that allows teachers to pay attention to each student, and establish a closer relationship between the teacher and students and between students and students. Small group discussions are students having small group discussions under the guidance of their teacher or friend to share information, solve problems or make decisions carried out in an open atmosphere (Zainal Asril, 2011; P.79). The components of teaching skills for small groups and individuals, namely the skills to take a personal approach, show warmth and sensitivity to student needs, respond positively to student thoughts, and control situations so that students feel safe, full of understanding, feel helped, and feel they can find alternative solutions problem.

**METHOD**

**RESEARCH METHOD**

This study only focuses on the implementation of 4 (four) basic teaching skills namely; open and close lessons, questioning skills, explanation skills, variation skills in the classroom in Pre-service teacher Subjects. To satisfy the objectives and answer the questions of the research the qualitative method will be utilized.

**SITE**

This research was only conducted at the Department of English Language, Faculty of Literature and Culture, Universitas Negeri Gorontalo. It was considered an appropriate site for several reasons. Because this research only focuses on see the implementation of teaching skills based on an observation sheet.

**PARTICIPANT**

The participant of this research is the students of English Department in the 6th semester of 2016 Universitas Negeri Gorontalo especially in the Pre-service teacher class amounted 5 students. The researcher only saw video Teaching Practice Experience 1

**DATA COLLECTION TECHNIQUE**

As stated above, the data are collected from observation and document analysis. Each data collection explained briefly below;

**DOCUMENT**

According to Suharsimi Arikunto (2010; P.265) data, collection instruments are tools that are selected and used by researchers in their activities to collect data so that these activities become systematic and made easy by them. The document was collected from media visual that is videos by the student of teaching practice experience 1 (PPL1) 6th semester class of 2016 in the English Department.

**OBSERVATION**

According to Hanna Djumhana, observation is a scientific method that is still a reference in empirical science as a way that is often used to collect data. The observations were collected from the teaching practice experience video. In this study, researchers only focused on four (4) basic teaching skills namely; open and close lessons, questioning skills, explanation skills, and variation skills. The observation that the researcher means here is the observation sheet.

**TECHNIQUE OF ANALYZING THE DATA**

After collecting the data from the document and observation, then the researcher has to analyze the data based on the observation sheet. According to Saryono (2010), qualitative research is research that is used to investigate, discover, describe, and explain the quality or idiosyncrasy of social influences that cannot be explained, measured, or depicted through qualitative.

**FINDINGS AND DISCUSSION**

**FINDINGS**

The object of this research is the 6th semester students who have taken the final PPL 2 exam. This research is focused on 4 teaching skills, namely; opening and closing learning skills, questioning skills, explaining skills, variation skills. and also by looking at the three steps of the learning process namely ; pre-activity, main activity, post activity.

**STUDENT 1**

Based on the results of student one, the skills ***has appeared***. But one point was found from the skills of open and close lesson, namely is (giving psychological encouragement) ***hasn’t appeared*** from the beginning until the end of the lesson.

**STUDENT 2**

The second student, the skills ***has appeared***. But one point was found from open and close lesson skill and one point from explanation skills. Namely (giving psychological encouragement) and (orientation and motivation) ***hasn’t appeared*** from the beginning until the end of the lesson.

**STUDENT 3**

The third student's, the skills ***has appeared***. but one point just found in the *Main Activity* was ***Just Started Appearing*** in the skills of open and close lesson, namely (Giving psychological encouragement).

**STUDENT 4**

The fourth student's, the skills ***has appeared*** . but two points was found from open and close lesson skill such as (generate motivation and giving psychological encouragement) ***hasn’t appeared*** from the beginning until the end of the lesson.

**STUDENT 5**

The fifth student's, the skills ***has appeared***. However one point was found from open and close skills and one point from explaination skills. Namely (giving psychological encouragement) and (orientation and motivation) ***hasn’t appeared*** from the beginning until the end of the lesson.

**DISCUSSION**

The results of observations that researchers encountered at the stage of the teaching and learning process, namely ;

**PRE-ACTIVITY**

On average all ***has appeared*** namely ; draw attention, give a reference, showing link in the skills of open and close lesson. Then the questioning skills that the researchers encountered, on average, ***hasn’t appeared yet*** namely ; a clear and correct question, give time to think, equitable question distribution to student, classification question. In the explaining skills that the researcher encountered, on average, all ***has appeared*** namely; the accuracy of the strategy with the learning objectives, the suitability of the strategy in the learning steps, language (simple and clear), giving example, systematic explanation, variation and in the variation skills that the researcher encountered on average all ***has appeared*** namely; voice, directing student’s attention, facial expression, hand movement, teacher’s position, interaction pattern, the accuracy of choosing media with learning objectives, technical mastery of media use.

**MAIN ACTIVITY**

The skills to open and close the lessons that the researcher encountered from the observations all ***has appeared*** namely; draw attention, give a reference, showing link, evaluate. Then in the questioning skills that the researcher encountered from the observation results, all of the averages ***has appeared*** namely; a clear and correct question, give time to think, equitable question distribution to student, classification question. In terms of explaining what the researchers encountered, based on the average observation results, all ***has appeared*** namely; the acccuracy of the strategy with the learning objectives, the suitability of the strategy in the learning steps, language (simple and clear), giving example, systematic explanation, variation. on the variation skills that the researchers encountered based on the average observation results, all ***has appeared*** namely; voice, directing student’s attention, giving quite time, facial expression, hand movement, teacher’s position, interaction pattern, the accuracy of choosing media with learning objectives, technical mastery of media use.

**POST-ACTIVITY**

The researchers encountered based on the results of observations on the skills of open and close lesson, all ***has appeared*** namely; draw attention, motivates, give a reference, showing link, review, evaluate. Then in the questioning skills that the researcher encountered based on the average observation results, all ***has appeared*** namely; a clear and correct question, give time to think, equitable question distribution to student, classification question. In explaining skills that the researchers encountered based on the average observation results, all ***has appeared*** namely; orientation and motivation, language (simple and clear), giving example, systematic explanation, variation in delivery and on the variation skills that the researchers encountered on the average observation results all ***has appeared*** namely; voice, directing student’s attention, giving quite time, facial expression, hand movement, teacher’s position, interaction pattern, the accuracy of choosing media with learning objectives, technical mastery of media use.

Based on the results of the above observations, it can be concluded that the application of basic teaching skills in the teaching practice experience class is good. Thus a professional teacher will be able to make student learning activities better. Because basic teaching skills are very important and influence the success of the teaching and learning process. According to the theory, Irawan and Suciati (1997) explain that educators need to understand and apply the eight basic teaching skills, because they are very important for their success in learning.

**CONCLUSION AND RECOMMENDATION**

**CONCLUSION**

Based on research conducted by researcher on the ability of pre-service teachers to apply the implementation of teaching skills on the 6th semester of 2016, the following conclusions can be drawn; a) the results of the study indicate that the basic teaching skills in teaching practice experience 1 activities are good. Because in general the participants in the teaching practice experience have implemented the four basic teaching skills well but not all of the points contained in these skills are implemented during teaching, b) there are several points of these skills that are often forgotten by teaching practice experience 1 participants in the learning process, namely psychological encouragement but in this case it can be overcome thanks to the cooperation between teachers and students.

**RECOMMENDATION**

First, for educators, educators should better understand and develop basic teaching skills, especially those found at the point of providing psychological encouragement. second, for student supervisors, it is expected that they pay more attention to the points of teaching skills, so that learning outcomes are more optimal.

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